5: Fortes E-5 (1934-1937)1938 FE11 Tallensi FE11

82 9 or 10 the children are thoroughly familiar with the ecological environ-
861 ment of their clan settlements. They know the economically important trees, grasses, and herbs, e.g., a girl of about 9 once named and showed me nine varieties of herbs used for making soup. They have a fair idea of the gross anatomy of the fowl, small field animals, and larger live stock. But apart from these achievements which lead one to infer the existence of an interest in the natural environment, I was able to obtain some direct evidence thereof. The natives say that small children frequently ask questions about people and things they see around them. However, listening to children's talk for 'why' questions,[1] I was surprised to note how rarely they occurred; and the few instances I recorded refer to objects or persons foreign to the normal routine of Tale life. It would seem that Tale children rarely have to ask 'why' in regard to the people and things of their normal environment because so much of their learning occurs in real situations where explanation is generally coupled with instruction, and because they hear so much adult discussion, in terms of cause and effect, as these are understood by the Tallensi, of the things they are interested in. Yet two examples will prove that even quite small children react with exploratory interest to what is new and unusual. I gave some tiny tin figures of animals to a group of small children to play with. A little boy of about 5 looked intently at the figure of a horse. 'Why does he stoop like that?' he asked, speaking to himself rather than to his companions. But immediately he answered his own question, 'He is eating grass.' On another occasion I observed the 3-year-old son of our cook, pointing to the garbage tin, ask the horseboy: 'Why has that got a lid?'

857 Again, making clay figures is a favourite diversion of small boys
177 and adolescents. The standard figures are men and women, cows and
532 horses. But a youngster of about 9 or 10 once produced a motor-cycle, explaining that he had recently seen the Agricultural Officer arrive on one. Another boy, a little older, once made a roan antelope, explaining that some two years previously he had seen one of these animals which, fleeing from a hunting party, had entered the settlement and been surrounded and killed there.

128 I have not attempted to give an exhaustive account of the interests

[1] See N. Isaacs in *Intellectual Growth of Young Children.*

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857 524 868 enthusiasm for building still lasts, the girls plaster the walls and beat the inner court in the way they have learnt by assisting their mothers with these tasks in connexion with the real house.

857 524 868 301 283 Children's arts and crafts have a play value in that they are practised purely for pleasure and have a seasonal incidence. But they demand considerable skill of eye and hand, and individual differences in ability are noticeable. Towards the end of the rainy season a strong and supple reed springs up in profusion along the watercourses. Young people and children pluck these reeds to plait bangles, necklets, small panels to hang over the chest as decorations, and waistbands. These things are worn by young and old at the festival dances. But whereas the young men and women plait sporadically a few things for themselves, their sweetheart, or a child, children do so continuously and absorbedly. From July to September one sees them sitting about or strolling about in small groups, plaiting reed decorations. The boys have a game played by tossing or bowling the reed bangles and waistbands at a mark. A group plays, and the winner collects all. Girls of all ages love decking themselves from head to foot in this reedware. The technique of plaiting these articles, which is the same as that employed in the manufacture of a number of utilitarian objects, is fairly elaborate. It is gradually learnt between the ages of about 8 and 11.

857 524 868 532 Less widely practised is the art of modelling clay figures. Girls sometimes model, but it is chiefly a diversion of boys. Cattle and other animals, humans, horses accoutred and with riders astride are the usual subjects. A taste for modelling appears to depend on talent to a great extent. Many boys never acquire the art; others take such delight in it that they devote the whole dry season to producing dozens of clay figures for themselves, brothers and sisters, and friends. Gifted boys model extremely cleverly. I knew two boys of 12 or 13, sons of a chief, who made clay horses and manufactured saddlery and trappings of old rags and bells and ornaments of pieces of tin to adorn the figures. Older boys or youths teach small boys by correcting errors they make in modelling; but I have never found a boy of under 8 or 9 years able to model well.

883 868 *Play from pubescence to adolescence.* The last stage of childhood coincides with the rapid absorption of the child into the economic